

# Introducing the

## Virginia Standards of Learning

End  
of  
Course

The complete set of items that appeared on the Spring 2000 Standards of Learning test taken by most public school students in Virginia is presented in the following pages. The intent of this release of these test questions is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

**Reporting Category:** Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

**Standard of Learning:** Presents the SOL used in developing the assessment question.

**Builds On:** Indicates what the student has studied in previous course work.

**Instruction:** Provides information for teachers to use as the SOL is incorporated into instruction.

The answer to each question can be found in the back of the booklet.

**Virginia**  
Standards of Learning Assessments

# English: Reading/Literature and Research Test

End  
of  
Course

RELEASED ▼ SELECTION



**Telephone Bill**  
**Southern Regional Telephone Company**  
 P.O. Box 438  
 Ridgeway, VA 24300  
 393-728-4343

Jennifer S. Stone      402-982-8720  
 19743 Northside Street  
 Parkside, VA 23432

Date of Billing — July 10

Monthly local service 6-10 through 7-10 (includes 120 local units)	\$15.20
345 local units used —	
<u>120 local units allowed</u>	
225 additional local units billed	10.18
Long distance calls (See enclosed statement)	12.56
Rebate (Good Customer Reward)	- 5.00
Tax Federal	\$1.25
State	.85
City	.90
TOTAL DUE	\$35.94

Payment in full is due by July 25.  
 Allow 5 days for mail payment.

If you have any questions about your bill, please contact your Service Representative at the local Southern Regional business office, 5413 N. Main, Parkside, VA 23227, phone 402-543-9820.

# English: Reading/Literature and Research Test

End  
of  
Course

**Reporting Category:** Understand a Variety of Printed Materials

**A. Standard of Learning:** 9.4 The student will read and analyze a variety of print materials.

d) Identify questions not answered by a selected text.

**Builds On:** Developing questions for selected text begins with the fourth grade SOL for Reading/Literature and Research.

**B. Standard of Learning:** 10.4 The student will read and interpret printed consumer materials.

b) Analyze the information contained in warranties, contracts, job descriptions, and technical descriptions.

**Builds On:** Analyzing consumer information begins with the seventh grade SOL in Reading/Literature and Research.

**A**

1 What form of payment does the telephone company accept?

- A Checks
- B Money orders
- C Cash
- D The bill does not say.

2 Which question is *not* answered in the bill?

- F Whom should the customer contact to ask questions about this bill?
- G How much of this bill consists of federal, state, and city taxes?
- H Is the amount of this bill higher than the customer's previous bill?
- J On what date was this telephone bill prepared?

**Instruction:** Have students analyze a bill to determine the form of payment accepted and to determine what information for customers is not included on the bill.

**B**

3 The latest date on which the customer should send this payment by mail is probably —

- A June 10
- B June 15
- C July 20
- D July 25

4 By making fewer telephone calls, the customer could lower the amount of all of these charges *except* —

- F \$10.18
- G \$12.56
- H \$15.20
- J \$35.94

5 There is enough information on this bill to show that —

- A people who make more than 500 local calls per month receive a discount
- B the Southern Regional Telephone Company has several offices
- C the city of Ridgeway is less than 5 miles from the town of Parkside
- D most customers pay their bills at the local business office

6 This customer can see a list of her long distance calls by —

- F writing to Southern Regional Telephone Company
- G calling 402-982-8720
- H reading the enclosed statement
- J contacting the local business office

**Instruction:** Have students read a bill to determine when to mail in payment, to determine what is a fixed charge, to identify information available on the bill, and to determine where to find additional information related to the bill.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 10.4 The student will read and interpret printed consumer materials.

c) Skim manuals or consumer texts to locate information.

**Builds On:** Analyzing consumer information begins with the seventh grade SOL in Reading/Literature and Research.

<p><b>A</b></p> <p>7 How many local units did this customer use in the period covered by this bill?</p> <p>A 402 B 345 C 90 D The bill does not say.</p>	<p>8 The largest single charge on this bill is for —</p> <p>F monthly local service G federal tax H long distance calls J state tax</p>
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**Instruction:** Provide students an opportunity to locate information on a bill for the period covered and to determine the largest single charge on a bill.

The test questions that follow are based on an excerpt from the first section of "A Rose for Emily", a short story written by William Faulkner in 1931. Its setting, Yoknapatawpha County, Mississippi, is used in much of his fiction.

Due to copyright limitations, this excerpt is not available publicly on the Internet.

# English: Reading/Literature and Research Test

**Reporting Category:** Understand the Elements of Literature

**A. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

a) Identify the characteristics that distinguish literary forms.

**Builds On:** Understanding the characteristics of literary forms begins with a study of folk tales in the third grade SOL for Reading/Literature and Research.

<b>A</b>	<p>9 All the following elements of the short story are present in this selection <i>except</i> —</p> <p>A setting B conflict C climax D characters</p>
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**Instruction:** Have students identify the time and place, specific plot elements, and major characters of a short story.



# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

c) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

**Builds On:** The study of setting begins with the third grade SOL for Reading/Literature and Research.

**A**

13 The descriptions of the house in paragraphs 2 and 5 are significant because they —

- A reflect Miss Emily's character and status
- B foreshadow the fate of Miss Emily
- C reflect the unchanging Southern culture
- D provide a context for the resolution

**Instruction:** Have students analyze the importance of the descriptions of the setting in a story.

**B. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

d) Explain the relationship between author's style and literary effect.

**Builds On:** Describing how the choice of language contributes to the author's purpose begins with the fourth grade SOL in Reading/Literature and Research.

**B**

14 The sentence structure used in this selection is *best* described as —

- F simplistic
- G fragmented
- H varied
- J rambling

**Instruction:** Have students paraphrase selected passages from a short story and discuss how sentence structure and language affect elements of the story.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader’s emotions.

**Builds On:** Analyzing a short story for effect on the reader begins in the seventh grade SOL for Reading/Literature and Research.

**A**

15 Which of the following *best* describes the effect of the description of Miss Emily in paragraph 6?

- A The reader sees her as a caricature.
- B The reader is indifferent toward her.
- C The reader sees her realistically rather than idealistically.
- D The reader is unsympathetic toward her.

**Instruction:** Provide students with an opportunity to analyze how a description of a character in a short story may influence a reader.

**B. Standard of Learning:** 11.3 The student will read and analyze relationships among American literature, history, and culture.

b) Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries.

**Builds On:** The study of fiction begins with the second grade SOL for Reading/Literature and Research.

**B**

16 All of the following reflect the kind of gender bias that was typical of the early 20th century in America *except* —

- F Paragraph 1 – "... the men [went to the funeral] through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, ..."
- G Paragraph 2 – "And now Miss Emily had gone to join the representatives of those august names ..."
- H Paragraph 3 – "Only a man of Colonel Sartoris' generation and thought could have invented it, and only a woman could have believed it."
- J Paragraphs 6 and 7 – "They rose when she entered. ... She did not ask them to sit."

**Instruction:** Have students analyze early 20th century literature and how it depicted the culture of that time.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 11.3 The student will read and analyze relationships among American literature, history, and culture.

e) Describe the major themes in American literature.

**Builds On:** The study of major themes in literature begins with the seventh grade SOL for Reading/Literature and Research.

**A**

17 All of the following themes typically found in American literature are present in this selection *except* the —

- A encroachment of "industrialization" on traditional society
- B isolation and alienation of the individual from society
- C notion that mankind is not inherently evil
- D struggle between man and nature

**Instruction:** Have students identify a theme that is not typically found in American literature.

**Reporting Category:** Locate and Use Information From a Variety of Resource Materials

**B. Standard of Learning:** 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

b) Develop a plan for research.

**Builds On:** Crediting secondary reference sources begins with the fifth grade SOL for Reading/Literature and Research.

**B**

18 If you wanted to cite this selection in a research paper on the Gothic tradition in American literature, which of the following resources would be *most* helpful in documenting this source?

- F *MLA Handbook for Writers of Research Papers*
- G *A Practical Guide for Authors and Editors*
- H *A Handbook to Literature*
- J *Longman Companion to Twentieth Century Literature*

**Instruction:** Provide students with an opportunity to determine how to cite a selection in a research paper.

# English: Reading/Literature and Research Test

# End of Course

## RELEASED ▼ SELECTION

The following is a draft of a research report written by a tenth-grade student for his sociology class.

Scott 1

Sebastian Scott  
Mrs. Lewis  
Sociology I-1  
4 April 1998

### A Record of Status

- 1 In Shakespeare's play *Twelfth Night*, a servant states that "Some are born great, some achieve greatness..."(48). In human society, striving for greatness is encouraged. Status—the position or rank of one person compared to another—is highly esteemed. The importance of social status is evident in *The Guinness Book of World Records*, a written testimony both to people's drive to achieve and their need to be noticed.
- 2 Although humans have always struggled for status, *The Guinness Book of World Records* was not conceived until 1955. According to its publisher, an employee of the Guinness Corporation in England was hunting one day and got into a debate about which was the biggest game bird (i-ii). This led him to wonder about all kinds of records—biggest, smallest, best, fastest, and so forth. He hired statisticians—people who collect numbers and facts—to put together a book of records, some of natural phenomena but most of human achievements. People clearly demonstrated a predilection for such information. It was an instant bestseller! Today, *The Guinness Book of World Records* is published annually in 77 different countries and in 38 languages (ii).
- 3 *The Guinness Book of World Records* reflects the two types of status which sociologists call "ascribed" and "achieved" (Alvarez 76). We are born into an ascribed status, such as being a particular sex or race. While we cannot change that, some people still compete to be recognized at something within those statuses—tallest woman, shortest man, and so forth. One category in *The Guinness Book of World Records* is the "person with the largest feet"! So far, the winner is a man in Pennsylvania who wears size 26 shoes (361).
- 4 Achieved status—that which is earned by individual effort—is the most highly prized in society and the most recorded in *The Guinness Book of World Records*. Some of these records might seem pretty silly, such as the person with the longest hair (a lady in India has hair longer than thirteen feet!)(361). Others are more impressive, like Shannon Lucid's record for the female astronaut with the most hours in space (171).
- 5 Whether a record in *The Guinness Book of World Records* has been bestowed for an inborn trait or quite consciously earned, it is an honor. "We like to be recognized by our fellows for accomplishments large and small, or for nothing more than the way we are," says sociologist Bridget O'Kenny. "People like to feel special" (29). Given this human need for status and validation, it is easy to understand why there are not only people who enjoy reading a book of records, but there are also people who aspire to have their names appear in it.

# English: Reading/Literature and Research Test

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Course

RELEASED ▼ SELECTION

Scott 2

**Works Cited**

Alvarez, Daniel. *Sociological Phenomena*. Chicago: Newton, 1996.

*The Guinness Book of World Records*. New York: Guinness Media, 1998.

O’Kenny, Bridget. “Our Need to Be Recognized.” *Quintessence* 7 April 1998: 26-29.

Shakespeare, William. “Twelfth Night.” *The Yale Shakespeare: Twelfth Night or What You Will*. Ed. William P. Holden. New Haven: Yale UP, 1965. 48.

Due to space constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

**Reporting Category:** Understand a Variety of Printed Materials

**A. Standard of Learning:** 9.4 The student will read and analyze a variety of print materials.

- a) Identify a hypothesis to be confirmed, disproved, or modified.

**Builds On:** Making inferences from text begins with the fourth grade SOL in Reading/Literature and Research.

**A**

19 The quotation in the first sentence of Sebastian’s report refers to the —

- A importance of education in a civilized society
- B amazing quality of natural phenomena
- C difference between ascribed and achieved status
- D need to eliminate class distinctions

**Instruction:** Have students interpret a quotation in a research paper.

# English: Reading/Literature and Research Test

End  
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**A. Standard of Learning:** 9.4 The student will read and analyze a variety of print materials.

b) Evaluate clarity and accuracy of information.

**Builds On:** Evaluating and synthesizing information begins with the fourth grade SOL in Reading/Literature and Research.

**A** 20 Which one of these would *best* help the reader evaluate the accuracy of the information in Sebastian's report?

- F Checking the source pages cited
- G Finding other articles about status
- H Trying to attain a record
- J Rereading the paper several times

**Instruction:** Have students evaluate the accuracy of information included in a report.

**B. Standard of Learning:** 11.4 The student will read a variety of print material.

d) Extend general and specialized vocabularies for reading and writing.

**Builds On:** Interpreting context clues for vocabulary begins with the third grade SOL in Reading/Literature and Research.

**B** 21 In paragraph 2 of this report, the word predilection means —

- A certainty
- B argument
- C fondness
- D service

**Instruction:** Provide students an opportunity to determine the meaning of a word based on its usage in a sentence.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 11.4 The student will read a variety of print material.

e) Generalize ideas from selections to make predictions about other texts.

**Builds On:** Comparison of information in different selections begins with the sixth grade SOL in Reading/Literature and Research.

**A**

22 Which magazine would most likely contain articles that are similar in content to the cited article written by Bridget O’Kenny?

F *United States News*  
 G *Modern Psychology*  
 H *International Economics*  
 J *Classical Literature*

**Instruction:** Provide students with an opportunity to identify other sources that could contain similar information to a given text.

**Reporting Category:** Locate and Use Information From a Variety of Resource Materials

**B. Standard of Learning:** 9.7 The student will credit the sources of both quoted and paraphrased ideas.

b) Distinguish one’s own ideas from information created or discovered by others.

**Builds On:** Crediting secondary research sources begins with the fifth grade SOL in Reading/Literature and Research.

**B**

23 Read the following selection from page 103 of Daniel Alvarez’s book *Sociological Phenomena*.

“It is no wonder that in today’s complex and overpopulated world, an individual would claim any little moment of fame that avails itself.”

Which of the following would be the correct way for Sebastian to cite this selection in his report?

A It is no wonder that in today’s complex and overpopulated world, an individual would claim any little moment of fame that avails itself, Daniel Alvarez claims in his book *Sociological Phenomena*.  
 B “It is no wonder that in today’s complex and overpopulated world, an individual would claim any little moment of fame that avails itself.”  
 C As Daniel Alvarez states in *Sociological Phenomena*, “It is no wonder that in today’s complex and overpopulated world, an individual would claim any little moment of fame that avails itself” (103).  
 D In his book, Daniel Alvarez says that it is no wonder that in today’s complex and overpopulated world, “an individual would claim any little moment of fame that avails itself” (103).

**Instruction:** Provide students with an opportunity to take a given quotation and determine the correct way to cite it.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 10.10 The student will collect, evaluate, and organize information.

a) Organize information from a variety of sources.

**Builds On:** Organizing information by type of writing begins with the third grade SOL in Reading/Literature and Research.

A

24 Which organizational pattern does Sebastian *primarily* use in this report?

- F Main idea with support
- G Time sequence
- H Comparison and contrast
- J Problem and solution

**Instruction:** Have students identify organizational patterns of selected types of writing.

**B. Standard of Learning:** 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

a) Narrow a topic.

**Builds On:** Grouping related ideas begins with the third grade SOL in Reading/Literature and Research.

B

25 Which of these could be used as a heading for paragraphs 3 and 4 of this report?

- A Becoming a Sociologist
- B Two Types of Status
- C Award Categories
- D Born into Status

**Instruction:** Provide students with an opportunity to develop subheadings for sections of a passage.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

c) Collect information to support a thesis.

**Builds On:** Evaluating and synthesizing information begins with the fourth grade SOL in Reading/Literature and Research.

**A**

26 Which information from the report supports the thesis that people place more value on achieved status than on ascribed status?

F Being the tallest woman or the shortest man in the world are examples of status records that are ascribed.

G Most of the records in *The Guinness Book of World Records* have been earned by individual effort.

H A woman who lives in India holds the achieved status of having hair that is more than thirteen feet long.

J We cannot change attributes with which we are born, such as being of a particular sex, race, or eventual height.

**Instruction:** Provide students with an opportunity to identify supporting information for a given thesis.

**B. Standard of Learning:** 11.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

d) Evaluate quality and accuracy of information.

**Builds On:** Evaluating information begins with the fourth grade SOL in Reading/Literature and Research.

**B**

27 Sebastian included enough information in this paper to show that —

A most of the current world records are held by Americans

B the person with the largest feet in the world lives in England

C many of the record holders are the same as the ones in 1955

D people in many countries are interested in records currently held

**Instruction:** Have students identify a concept that a given passage contains sufficient information to support.

# E<sup>n</sup>glish: Reading/Literature and Research Test

End  
of  
Course

The reading passage to which items on pages 20–22 refer is from *Death of a Salesman* by Arthur Miller. Copyright ©1949, renewed ©1977 by Arthur Miller [Dramatists Play Service version used]. Used by permission of Viking Penguin, a division of Penguin Books USA, Inc.

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# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

d) Explain the relationship between author’s style and literary effect.

**Builds On:** The relationship between an author’s style and literary effect begins with the fourth grade SOL in Reading/Literature and Research.

**A**

31 The approach Willy uses to try to convince Howard is best described as —

- A asserting proper authority
- B using physical intimidation
- C pleading and creating guilt
- D applying logic and reason

**Instruction:** Have students describe how a character approaches a situation in a scene from a play.

**B. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader’s emotions.

**Builds On:** How the choice of language contributes to the author’s purpose begins with the fourth grade SOL in Reading/Literature and Research.

**B**

32 What feeling does the playwright want the audience to have toward Willy?

- F Pity
- G Jealousy
- H Respect
- J Fear

**Instruction:** Have students analyze features of characterization that influence the audience.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning:** 10.6 The student will read and critique dramatic selections.

b) Explain the role of a director.

**Builds On:** Work with dramatic selections begins with the eighth grade SOL in Reading/Literature and Research.

<b>A</b>	<p>33 Based on the dialogue, a director of this play <i>probably</i> tells Howard that his actions toward Willy should be —</p> <p>A polite and concerned on the surface but actually indifferent</p> <p>B outwardly confident but secretly in awe of the man</p> <p>C warm and affectionate</p> <p>D rude and disrespectful</p>
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**Instruction:** Have students role-play the director of a scene. Discuss the difference in the scene based on each student’s interpretation of the director’s role.

**B. Standard of Learning:** 11.6 The student will read a variety of dramatic selections.

b) Describe the dramatic conventions or devices used by playwrights to present selected plays.

**Builds On:** Describing dramatic conventions and devices used by playwrights begins with the ninth grade SOL in Reading/Literature and Research.

<b>B</b>	<p>34 Willy’s last line in the scene ends in a dash. What does this punctuation mark indicate in this case?</p> <p>F Willy is speaking with strong feeling.</p> <p>G Willy’s voice trails off at the end of the line.</p> <p>H Howard interrupts Willy in midsentence.</p> <p>J Howard is talking to someone else.</p>
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**Instruction:** Have students interpret dramatic conventions used in a selected scene or act of a play.

# English: Reading/Literature and Research Test

End  
of  
Course

RELEASED ▼ SELECTION

**Always There Are the Children**  
*Nikki Giovanni*

<p>and always there are the children</p> <p>there will be children in the heat of day there will be children in the cold of winter</p> <p>5 children like a quilted blanket are welcomed in our old age</p> <p>children like a block of ice to a desert sheik are a sign of status in our youth</p> <p>we feed the children with our culture that they might understand our travail</p> <p>10 we nourish the children on our gods that they may understand respect</p> <p>we urge the children on the tracks that our race will not fall short</p> <p>but children are not ours 15 nor we theirs they are future we are past</p>	<p>how do we welcome the future not with the colonialism of the past for that is our problem not with the racism of the past 20 for that is their problem not with the fears of our own status for history is lived not dictated</p> <p>we welcome the young of all groups as our own with the solid nourishment of food and warmth</p> <p>25 we prepare the way with the solid nourishment of self-actualization</p> <p>we implore all the young to prepare for the young because always there will be children</p> <p style="text-align: right;"><i>Rome 12 November 1974</i></p>
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"Always There Are the Children" from *THE WOMEN AND THE MEN* by Nikki Giovanni.  
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**Reporting Category:** Understand the Elements of Literature

**A. Standard of Learning:** 9.3 The student will read and analyze a variety of literature.

a) Identify the characteristics that distinguish literary forms.

**Builds On:** The study of the characteristics of poetry begins with the fourth grade SOL in Reading/Literature and Research.

**A** 35 Which characteristic identifies this selection as modern poetry?

- A Stanzas
- B Figurative language
- C The first-person plural voice
- D Lack of capitalization and punctuation

**Instruction:** Provide students an opportunity to identify types of poetry based on their characteristics.

# English: Reading/Literature and Research Test

End  
of  
Course

**A. Standard of Learning: 9.3** The student will read and analyze a variety of literature.

b) Use literary terms in describing and analyzing selections.

**Builds On:** Work with literary terms in poetry begins with the fourth grade SOL in Reading/Literature and Research.

**B. Standard of Learning: 9.3** The student will read and analyze a variety of literature.

e) Describe the use of images and sounds to elicit the reader's emotions.

**Builds On:** How the choice of language contributes to the author's purpose begins with the fourth grade SOL in Reading/Literature and Research.

**A**

36 The tone of the poem is *best* described as —

- F ironic
- G comic
- H instructive
- J condescending

37 Which devices does the poet use in lines 2 and 3 of the poem?

- A Repetition and contrast
- B Rhythm and rhyme
- C Assonance and alliteration
- D Symbolism and irony

38 Which literary device is used in lines 4 through 7?

- F Simile
- G Metaphor
- H Hyperbole
- J Personification

**Instruction:** Have students identify examples of literary devices used in a poem.

**B**

39 The intent of the poet in using the diction in line 27, "nourishment of self-actualization," is to —

- A cause the reader to skip over the line out of frustration
- B make the speaker sound intellectual
- C get the reader's attention by slowing the reading pace
- D show the speaker's usual way of phrasing

**Instruction:** Provide students with an opportunity to describe the intent of an author's diction (word choice).



# Correct Answers

End  
of  
Course

**ENGLISH:** *Reading/Literature and Research Test*

1. D 2. H 3. C 4. H 5. B 6. H 7. B 8. F 9. C 10. F  
11. B 12. G 13. A 14. H 15. C 16. G 17. D 18. F 19. C  
20. F 21. C 22. G 23. C 24. F 25. B 26. G 27. D 28. G  
29. C 30. J 31. C 32. F 33. A 34. H 35. D 36. H 37. A  
38. F 39. C 40. H 41. D 42. H

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